

Inhibiting Factors of Nursing Students' Skills Competencies Achievement during Nursing Professional Education Program in Faculty of Nursing, University Of Sumatera Utara, Medan, Indonesia

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Abstract

After completing the Nursing Professional Education Program (NPEP), ideally all of the nursing students had mastered the nursing skills' competency. However, the reality of these conditions might be different. Many factors have been found which affect the achievement of the nursing skills' competency. This study aims to identify the inhibiting factors of nursing students' skills competencies during NPEP in the Faculty of Nursing USU. This is a descriptive study. Samples in this study were 25 students who had completed NPEP. Data were collected by interviewing process. Results of the study were presented in narrative method. The results showed that the biggest inhibitor in achieving competency was the non-nursing tasks assigned by the hospital's staff; other inhibitors were the nursing students' personal problems, the clinical preceptors, unit's equipment and other professions. The nursing students suggested that faculty of nursing should provide the hospital pre-clinic program before enrolling NPEP, so that they would have the better understanding about the real situations in the hospital and could minimize such inhibitors.

Keywords: Inhibitors, achievement, competency

1. Introduction

Competency is defined as the intelligent and full responsibility actions of people as the requirements for capability consideration of public during performing tasks in certain occupations (Depdiknas, 2002). After nursing students completed the nursing educational program, ideally they have mastered the perfect skill competency in nursing. Nursing Professional Education Program (NPEP) is implemented through two stages. The first stage is the academic stage and the second stage is the stage of the profession. Academic and professional education program is an integrated education program. Nurhidayah (2011) explained that after graduating in academic stage the nursing students will receive a bachelor of nursing degree (S.Kep), while after the students graduated at the stage of the profession, they will receive the title of Ners (Ns).

Learning process at the stage of the NPEP is conducted with the emphasis more on the implementation of good clinical practice in both hospital and community setting. Nursalam (2008) stated that at this professional stage, the students are required to apply knowledge learned in the classroom into clinical practice. After becoming nurses, each student is required to have characters of nursing profile. The students are also considered to have the integration of intellectual, interpersonal, technical and moral abilities. Along with the development of nursing education and the public demand of qualified nurses in Indonesia, every graduate nurses must enroll and pass the Indonesian Nurses Competency Test (INCT) nationwide starting at 1 August 2013.

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INCT is a compulsory for any prospective nurses who have completed the educational curriculum by the issuance of certificate from Directorate of Higher Education (Higher Education) No.704/E.E3/DT/2013 concerning the competency test for midwives and nurses, dated 24 July 2013. By interviewing the respondents, Nurhidayah (2014) found that INCT cannot describe the ability of nursing graduates, because it measures knowledge only, therefore a practical examination should be performed. This statement shows that the nursing skills competency is required as one of the indicators of nursing competency.

Ayumi (2011) stated that the nursing students' competency which had been performed proficiently was the independent competency in the community setting. This might occur because the community nursing subject was studied at the last semester of the academic program. Whereas the community nursing competency is only part of the competency that must be mastered before students enter the NPEP. Nurhidayah (2012) concerning the study on competency of the students before entering the NPEP, exposed that most of the students, or more than 50% have mastered each skill in advanced non-invasive nursing.

Likewise, Nurhidayah (2013) added that based on the results of the study, it was concluded that the assessment of skill competency of nursing students before following the NPEP in the University of Sumatera Utara was basically sufficient and similar to every basic human needs. Some invasive measures were still not proficiently performed by the nursing students, even still need assistance to do.

Nurhidayah (2013) also stated that after completing the NPEP, the nursing students' skill was increase. However, the skills competencies were mostly gained from the emergency room and Intensive Care Unit (ICU), not in each room of the hospital setting. Therefore, the competency goals still cannot be achieved by the students adequately. Based on the background, the researchers interested in studying the inhibiting factors in nursing students' skills competency achievement during NPEP at Faculty of Nursing, University of Sumatera Utara (USU).

Methods

This is a descriptive study which aimed at identifying the inhibiting factors in nursing students' skills competency achievement during NPEP at Faculty of Nursing, University of Sumatera Utara (USU). Population in this study was all of nursing students at Faculty of Nursing, USU who have completed NPEP Program. The number of population was 68 students. Eventually, the samples in this study were 25 students who were successfully interviewed either directly or indirectly (by telephone).

Data Collection

The instruments used in this study were an interview guide. The aims was identifying the competency of the students after NPEP Program that consisted of questions asking for the increasing of competency that they gained during NPEP, inhibitors faced in achieving the competency, as well as ways or suggestions to overcome such inhibitors. In addition, the interview guide also asked about the students' experience of collaboration with other professions. Indonesian Nationality Nurse Association (PPNI, 2011) stated that one of the professional nurse graduates profile is the experience of collaboration with other professions.

Data Analysis

After completing data collections, the results will be displayed on narative form which describes the characteristics of each variable based on the questionnaires.

Results and Discussion

The results of this study identify the inhibiting factors on nursing students' skill competency during NPEP Program at Faculty of Nursing; USU. Twenty five students who had passed the NPEP Program participated in this study as the respondents.

Nursing Students' skill competency after completing NPEP Program

In this section, it will be described the results of interviews with 25 students who were willing to participate and successfully contacted in this study. The interview was based on an interview guide that had been previously set, consisted of the inhibiting factors in achieving competency and ways to overcome these inhibitors. Almost all of the respondents said that during the learning process, they experienced additional clinical competence with a range that varies used of between 60% to 80%.

Regarding the inhibitors that arise in achieving competency of nursing skills, it is divided into five topics/focuses in accordance with the guidelines for the interview. All of the inhibitors derived from the hospital, student-itself, clinical preceptor (Clinical Instructors/CI), equipment, and other professions in collaboration.

The inhibitors of the Hospital

Based on the results of in-depth interviews were carried out on average about 10-25 minutes on each student, there were several inhibitors derived from the hospital. Almost all of the respondents complained about the extra non-nursing tasks. It means that the students were told to deliver and perform actions that are not directly related to the management of patients. Provisions of these tasks is started at early morning hours (at 08.00-12.00) until by lunchtime, but sometimes if the patient's problems had not been completed until the end of morning shift time at 15:00.

The impact was on the day that the student did not perform any activity related to the competencies that must be achieved. In the previous study, extra non-nursing tasks were not included in the measures that obstruct the achievement of the competency that comes from the hospital. Yet, there are no solutions to solve these problems. Other inhibitors forms derived from the hospital were problem in the maternity department. Students must have at least one managed patients on intra-natal (birth). This condition is often difficult to achieve this competence, because there were so many kinds profession in the maternity room such as midwifery, obstetrics and gynecology doctors, residence doctors and other professions who want to get the same targets. Finally, to meet the competency of students should extend maternity services in the department as additional task.

Additional task usually carried out at the maternity clinic, when students have already switched to other departments. Eventually become additional work. This condition also complained of by students in previous research that by Nurhidayah (2013) to meet the competencies that must be achieved by student. This not only makes it difficult in terms of setting time is different because carriages, but admissions every maternity clinic was not the same. Moreover, the students themselves who must find her clinic.

Other inhibitors come from the mental department. There are 16 (64%) of students said that the afternoon shift at the Mental Hospital is considered less useful. Not much can be done or competence that can be achieved. After the evening meal, psychiatric patients entering their rooms and going to sleep, so we just sit around. 12 (48%) of students declared that nursing practice in department of community; family and geriatric were too long to be there. There was not a lot of demands/competence to achieve.

Almost students, which 22 (88%) expressed the highest competence achieved in the Intensive Care Unit (ICU), Emergency Room (ER), and CVCU, so that NPEP undergo surgery and medical nursing department quite tiring. Chesnutt & Everhart (2007) suggest that necessitates tailored orientation programs that account for the unique learning needs of advanced beginner graduate nurses, giving the nurses a solid foundation in application of concepts and as much practice with clinical and time management skills as possible.

Inhibitors of Self

This condition is the same as Nurhidayah study (2013) which states that not all of the students directly confidence to carry out actions, especially in invasive actions. The average student can be confident to take action after 2-3 weeks to adapt in the clinical setting. Based on the interview 3 (12%) of students said did not know what to do, eventually we just follow students from other institutions. There are also 4 (14%) of students say it is difficult to adapt to the new clinical setting. 10 (40%) of students can adapt after 1 month of service, 2 (8%) of students can adapt after 1 week. The remaining 13 (52%) of students can adapt after 3 weeks of program.

Chenget all (2014) stated that since senior preceptorships can vary from 8 weeks to 16 weeks or 90 hours to 240 hours, further studies should be conducted on students' feelings of competence and confidence among programs with different lengths of preceptorships to explore the possibility of standardizing preceptorship weeks/hours of commitment. According to Chenget all, it was very useful to be conducted on students' feelings of competence to make them more confidence.

According to Kim (2014) stated there was a significant correlation between the mean competency score and mean confidence score, indicating that the students who perceived that they were competent also perceived themselves as confident. Given this information, feelings of competency and confidence are more of a function of time on the unit than of having a primary preceptor.

According to Husin (1992), through professional education is expected to provide an opportunity for students to skilled in applying the theory in clinical practice with attitudes and professional skills. This shows that competence the first carriage in part or department of any possibility cannot be achieved with good, considering almost 3-4 weeks for new students can adapt. According Nurhidayah (2013) states that when the new students can adapt after enrolling program in the third weeks, it mean that they just one week more to achieve competence. The confusion also arisen because there was a difference between theory and practice in the field. Meanwhile, the clinical instructor was too busy, so the students say did not know who ask to.

Chenget all (2014) stated that Students who participated in the corporate-academic cooperation program achieved a statistically significant improvement in nursing competence and retention rates relative to those who participated in the externship program ($p < 0.01$ and $p < 0.05$, respectively). The corporate-academic cooperation program facilitates the transition of junior college nursing students into independent staff nurses, enhances their nursing competence, and boosts retention rates.

The expectations of students to overcome these inhibitors, they expect that pre clinics was not only explains the guide books. Students wish it had been carrying out pre clinic directly at the hospital before they were really doing the nursing care about two till four weeks. Most respondents, 15 (60%) of students expect pre clinics can be carried out at the time of writing his thesis in semester 8. There were 5 (20%) of students suggest held at the end of the level is seven or eight semesters.

Inhibitors of Clinical Instructor (CI)

CI also called preceptor, and the method called preceptorship. All (100%) of students stated that the CI in neurology area, greatly facilitate the achievement of student competence, by asking and discuss and teach the things that need to be known. 15 (60%) of students stated there was a nurse in the room Cardio vascular Care Unit (CVCU) are always taught to the achievement of certain competence. But some of students stated that CI in the other area was too busy especially from university.

Almost all of the 20 (80%) of students said that lecturer (CI from the university) were more likely to demand report and will come at a time of exams. There are 6 (24%) of students complained responsibility for supervision on campus/university, especially when finished night shifts. Students hope there is good collaboration and shared understanding between the supervising institution/faculty and CI. CI from district hospital more numerous but, nonetheless existing the competencies.

According to Kim (2007) that the senior nursing preceptorship is the culminating clinical experience in the baccalaureate nursing program and assists students in the application of their nursing knowledge and skills. Students' success in getting their first job may also depend on this clinical preceptorship. How well they learn to practice their nursing skills before graduating may determine the success of their transition from being a student nurse to becoming a staff nurse. With a greater amount of preceptor interaction, there was a greater degree of perceived competence in nursing skills among the students. Ninety-six percent of the students rated their relationship with their preceptor as *important to very important*.

Inhibitors of equipment

Almost all of the 23 (92%) of students said that the equipment in hospitals is very limited, especially in the district hospital. This research was similar with research Nurhidayah (2013) which states that the equipment in district hospital quite minimal. To anticipate this situation, the student should bring their own tools including personal protection such as gloves and masks.

The limitations of the equipment impact to the actions carried out sometimes ignoring sterility Center Hospital or province hospital have more complete equipment than the other two practice fields. There are 5 (20%) of students complained of the limitations of the equipment that have an impact on maintenance actions that should be modified so that it no longer in accordance with theory. Actually, the institution has been suggested that students bring their own simple equipment, but only 8 (32%) of students carrying a tool (kit set) and even then not every day.

Inhibitors of other professions

Based on the results of 19 (76%) of students complained about the difficulty of working with doctor's candidate. There are 5 (20%) of students said that collaboration/discussions with doctor's consultant candidate more cooperative than doctor's candidate. There are 5 (50%) of students said inhibitors also came from a nurse. Not all nurses will guide us to act, so that certain competencies we finally did not get.

Conclusions and Recommendations

Based on the results of the study indicate that the skill competency of nursing students before joining NPEP is essentially increased compared with the prior-year students who still used curriculum-based educational content. Competence achieving is still based on five inhibitors that are coming from the hospital, self, Clinical Instructors, equipment, and come from other professions. The biggest inhibitors come from the hospital in the presence of external tasks, as well as of us with the emergence of a sense of lack of confidence and confusion for the students practice. Therefore, the students hope they following pre clinics held in the hospital for a month before students attend NPEP.

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